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JOURNAL OF EDUCATION

NOVEMBER 6, 1933

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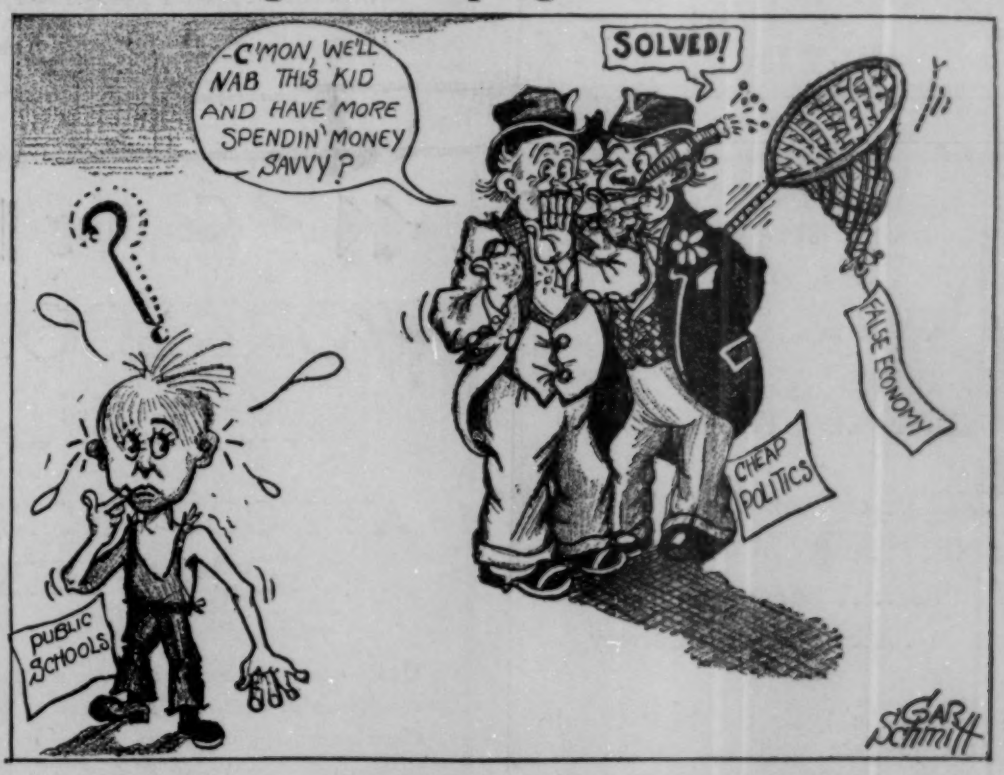

This cartoon by Gar Schmitt, a student in Albany High School, graphically conveys a message suited to "American Education Week." It is reprinted here by courtesy of the *Albany Times-Union* and *New York State Education*

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AUGUSTUS O. THOMAS GARRY C. MYERS

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The Editors Say...

A seventeen-year-old schoolboy over in Albany was able to see what many an older citizen has overlooked in this crisis; and not only to see it but to convey it with pen and ink in telling fashion. We know our readers will be glad we broke away from our usual front cover custom to print Gar Schmitt's cartoon.

• •

Forward in His Spirit

A letter from Supt. Sherman Graves of Brunswick, Maine, has pleased us greatly. It reads in part:

"To tell the truth I had felt, with the passing of Dr Winship, that the Journal would come to an end. It certainly has not come to an end, and cannot, with the spirit of Dr. Winship behind it. The 'Winshipisms' are gems, much worth while.

"I am writing especially to express my appreciation of your including Dr. Thomas among your contributors. We think a great deal of Dr. Thomas and what he says. May he continue long as one of your contributors.

"The article by Frank L. Eversull in your October 16 issue is worth many subscriptions. It is the best statement of the beginning of a new era in education that I have yet seen. I want all my teachers to read this article."

• •

Turning the Pages

In this issue—whether you "Consider the Atypical Child" with Dr. Patry, or enjoy "The Last of Her Kind" with Miss Older; whether you weigh the freedom of the teacher with Dr. Myers or visit schools in Switzerland with Dr. Pitman; wherever you browse in articles, news or features, we hope you will find pertinent information and stimulating thoughts.

• •

Short Story Contest

Don't forget the Short Story Contest. Closing date December 15. Write that story you were going to write. It may capture one of the seven prizes. Keep within 1500 words. Have your story deal with school characters or situations.

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JOURNAL OF EDUCATION

ANSON W. BELDING, *Editor*
ISOBEL R. LAY, *Managing Editor*
Contributing Editors: AUGUSTUS O. THOMAS and GARRY C. MYERS

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"Ask Dr. Thomas"

A NEW DEPARTMENT CONDUCTED BY DR. AUGUSTUS O. THOMAS

Who Runs Athletics?

QUESTION.—I am principal of the high school in a city of considerable size. The men about town have had a great interest in the football teams and have had a great deal to say about who is to be coach. If we have a deficit at the end of the year they say they will make it up or stand ready to do so. I insist that the school authorities should select the coach and that he should be a member of the faculty. This displeases the men of the street very much and they threaten to withdraw support from the team. Am I right or should I give in and hold the support of these men, many of whom have been football players of the school team and in college?

Answer.—Your ground is entirely tenable. The coach should be a member of the school faculty and should be controlled by the superintendent and principal the same as any teacher. The sooner that comes about the better for the schools. It is a pernicious habit for the "street" to dictate to the coach and to have too much to say about the players and the management of the team. School games are for the sport and the training of the players in life lessons. Players should be taught the lessons of true sportsmanship. It is better to have a creditable team which is a real school team than to have always a winning team which contains hired players and ringers and students who fail in the work, and are coached from the outside. There are many losses in the game of life. A team which wins all of its games never learns how to lose in a cheerful and honorable fashion, and to take defeat gracefully. As to the deficit, the school usually has to make this up by giving some sort of an entertainment at the end of the season. Athletics are useful in the cause of education, and games are essential to the training. Of course you want to retain the goodwill of the citizens, but I think the great majority will stand by you in a contention of this sort.

"Good Morning, Darling!"

QUESTION.—One of my teachers came into my office a few afternoons ago very much perturbed and wanted to know what to do. She reported that coming into the schoolroom that morning, one of the larger boys who had always been a good boy in school saluted her with "Good morning, darling." She was shocked at such familiarity. I feel that I should do something about it, for such rudeness is unusual. What should I do?

Answer.—The boy probably meant no discourtesy; in his mind he was just using an expression which has become a vogue. It is "darling" to everybody nowadays. I do not like the common abuse of a beautiful word, but I really think the less attention paid to the incident, the better. We shall finally learn how to do as the court does—consider the spirit in which a thing is done and mete out justice accordingly. She is an unusual teacher who would not like to be somebody's darling. Anyway, in proper time I should take this lad into a quiet conference and talk to him about proper courtesy to his teachers.

Job or Degree?

QUESTION.—There is a question which is puzzling me very much and I should like your opinion. I have my bachelor's but not my master's degree. It will require nearly two years to complete the work. Do you think I should give up my superintendency at the close of the year and spend the two years in college? There are several of my friends who advise against it and say that we have a tendency to overeducate, to spend too much time in college and send too many of our youth to high school and college. Do you think we are overeducating?

Answer.—You have suggested a very important and direct question. If your circumstances will permit you to do so and you really want your master's degree I should advise you to complete the work as soon as you can. A graduate degree is not too much for an educated man in an educational position and as leader of the intellectual life of a community, although there are a great many very good and successful men and women in your work who have no more than the bachelor's degree. Surely, it will not hurt you to have the higher learning. Colleges have liberalized their

work very much and now offer correspondence and summer courses in which much of the required work may be done. Perhaps you could take some advantage of these and take but one year out of your profession.

I do not think any one was ever overeducated, and surely no nation ever offered its youth too much. We may sometimes give a misfit education, but we are requiring more and more education of all the people. Shorter working hours in industry bring a correspondingly longer period of leisure. Enemies of the public schools would abandon the high school and provide subscription schools. Nothing in modern life is more apparent than the lack of leadership in every department of our social, economic, and industrial life as has been shown by our present depression. We need educated followers as well as educated leaders. Only about 60 per cent. of our people participate in our government affairs. We should not talk of overeducating until all of our citizens are capable of functioning as citizens. Some grieve that when all are educated we shall have no one to do the drudgery. We should remember that there is no unskilled labor although there are many unskilled laborers. In short, a young man or woman in the future without an education will be like a ship without a rudder.

The Married Teacher

QUESTION.—We have several married women teachers in our school. There is considerable agitation for the board to issue an edict against them and employ single teachers instead. There are a few unemployed teachers in the community, but they are not what I would call the best prepared or the best teachers. Would you advise that I sanction such action?

Answer.—I certainly would not advise you to recommend such action. In the first place the schools are not charitable institutions. True we should assist all we can in helping the unemployed, but I do not think we should lower the school standard for that purpose. Under the plan of the federal government, there is little reason for so many unemployed and needy teachers. There are about 100,000 in the United States. Many of these could be employed in adult education centres and receive federal aid, if they are capable of such work. The probability is that some of these unemployed are not suffering, which simplifies the problem. Married women are often supporting a mother, father or some other relative. I think instead of making a blanket edict against them, each married woman should be dealt with according to the situation; a teacher may be married and still be needy.

Pondering P. T. A.

QUESTION.—There is no Parent-Teacher Association in our city. Considerable influence is being exerted to organize an association. I am afraid it will cause more harm than good by meddling too much with school affairs. I have given no encouragement to the movement; do you consider an organization of this kind helpful?

Answer.—If I worked in a city with no Parent-Teacher organization, I would surely take steps to promote one. I have in mind instances where aggrieved patrons have come into such organizations with "axes to grind" and have attempted to interfere with the school, but the level-headed community squelched such persons. Independent, unguided associations sometimes go wrong, but affiliated units are pretty sure to be right. It is not the purpose of such societies to interfere but to assist through intelligent co-operation to promote the welfare of the schools. I know of many instances where they helped with much needed building programs, with salary schedules, health work and many other good works. I certainly favor them.

Study in Absentia

QUESTION.—I want to work towards a doctorate degree, but cannot afford to take the time out of my superintendency, and I do not seem able to connect with a standard university and pay the price. Can you tell me where I can get the help I need? I am interested in adult education, history, education and character training.

Answer.—You have asked an interesting question and one which is quite pertinent these times. If you cannot connect with a standard college or university, you will do well not to make connections. You may as well study under your own tuition and sometime go to some good school for a summer term and by reviewing get credit for what you have done; however, I believe you will do well to write your own state university and see what they can do for you there. Your university formerly carried such opportunities.

Creedal Prejudice

QUESTION.—I am informed privately that I must not recommend teachers of a certain religious faith. If I fail to do the bidding, I am likely to lose my job. I seem to have a case of conflict between selfishness and conscience. Will you tell me what you think I should do?

Answer.—I think you should just forget the warning, if such it is. The forefathers came to this country for religious freedom, and good citizenship demands our obedience to the principle of religious liberty. You should be permitted to make up your staff of teachers with those who are the best qualified to be had. I would not employ a teacher either for or against her faith. I would rather be guided by what is right. If yours is an average community it will back you up.

This feature is meeting with a lively response. Many problems are coming to Dr. Thomas for solution. If your question is not answered in this issue be assured that attention will be given it at the earliest opportunity.

Consider the Atypical Child

By FREDERICK L. PATRY, M. D.
Neuropsychiatrist, New York State Department of Education

A mental hygienist here discusses the handicapped pupil and what may be done to give him his chance.

THAT most important human document of the past century, The Children's Charter, section XIII, recommends: "*For every child who is blind, deaf, crippled, or otherwise physically handicapped, and for the child who is mentally handicapped, such measures as will early discover and diagnose his handicap, provide care and treatment, and so train him that he may become an asset to society rather than a liability. Expenses of these services should be borne publicly where they cannot be privately met.*"

Let us see how such a desideratum has taken root in educational practice, with what results and implications. By way of example, we shall take New York City, which to some extent typifies similar efforts in other large urban centres of population. We shall also keep in mind that the mental hygiene aspect of the problem of the handicapped is essentially concerned with promoting to the maximum the health, happiness, efficiency and social adaptation of the individual and group, and eliminating or minimizing all factors interfering with this objective.

The late Elizabeth Farrell of New York City broke virgin soil in the education of what is now euphemistically termed the "atypical" child just twenty-five years ago. Thanks to her prevision, initiative and sympathetic, tactful and resourceful guidance in this new venture, the pioneer spade work was successfully performed. For years Miss Farrell carried on this work almost alone. She became known as "the handicapped children's tutelary"—herself "a grown-up, ungraded fairy."

There are now in the New York City school system 500 teachers, psychologists, and social workers with 11,000 children who do not fit into the traditional mould of educational organization.

The value of the contribution of Miss Farrell's genius is not to be measured solely by the help she gave to those fortunate children who found refuge under her protecting, helping hand. She revealed the need of *individualization* in teaching such children; she paved the way to the realization of psychology's outstanding contribution to education—the importance of recognizing individual differences of many kinds in all children, and the correlative obligation of shaping the school program to capitalize these differences, even in the so-called "normal." Miss Farrell has taught us that no two children are alike in deficiency or aptitude; each must be treated as a peculiarly individual, personal problem.

The question now arises: What is the magnitude and significance of the problem of the atypical child? What are the factors entering into its genesis? How might we favorably modify the results of work with such children?

It has been said that there are three kinds of lies: white lies, black lies, and statistics. Nevertheless, when evaluated in the light of other pertinent factors, statistics serve a useful purpose in the process of evaluation, in shaping methodology, and in shifting emphasis with respect to aims and objectives.

At the present time in our national population of some 122,000,000 people, we have a child population of 45,000,000 which provides a school population of approximately 31,000,000 whose ten-month educational cost each year amounts to $2,500,000,000. The White House Conference on Child Health and Protection reports that although 35,000,000, or seven-ninths of the total child population of the country, were found to be "reasonably normal" and 1,500,000 were reported "specially gifted," about 5,630,000 are handicapped to an extent requiring special attention and education. The committee on special classes, headed by Dr. Charles S. Berry, found the following defective classes of children: 3,000,000 with impaired hearing, 18,000 totally deaf, 1,000,000 with defective speech, 1,000,000 with weak or damaged hearts, 450,000 mentally retarded, 300,000 crippled, 14,000 wholly blind, and 50,000 partly blind.

To what extent were the needs of these children subserved? It was found that comparatively few handicapped children have the advantages of early discovery, treatment and training, and that special education of all types is almost wholly confined to cities. In many cities of 10,000 population or more no provision is made for the special education of these children, and no large city in the country is providing special education for all of its handicapped children who need it. For example: of the 14,000 blind children, only 6,000 are being educated in public or private schools, and of the 50,000 partly blind who should be in sight-

saving classes only one-tenth are enrolled in such classes. Less than 20,000 deaf children out of 3,000,000 with impaired hearing in various degrees are enrolled in schools and classes for the deaf. Of the 1,000,000 children with defective speech between the ages of five and eighteen, only 60,000 are receiving the remedial treatment they need. Only 21,000 of the 100,000 cripples needing special attention are enrolled in institutions and schools. Although there are enrolled in elementary school grades 450,000 mentally retarded pupils, only 60,000 of these are enrolled in special classes.

Mention should here be made of such organic handicaps as epilepsy and post-encephalitis so commonly encountered in children. We should also not overlook the not infrequent handicap of *reading disabilities* in view of its importance to general school advancement since reading is woven into most subjects. Thus its early recognition, unraveling of causes and treatment is of great importance. One of the several causes is "word blindness" or inability to interpret words which can be seen although objects are readily recognized and named. Remedial teaching can usually effect gratifying results.

Further evidence of the magnitude of the problem of the atypical child is shown in a recent study by Professor G. L. Hillebee,* which indicates that 11 per cent. of the school population deviate so markedly as to make provision for their education necessary in special classes. Furthermore, his survey covering eighteen cities and three states revealed that 46 per cent. of the school population require remedial treatment in regular classes because of deviations. Less than 40 per cent. of atypical children are being especially provided for. Moreover, the White House Conference of 1930 declared that in early childhood about one-third of apparently normal children of self-sustaining families of average intelligence have behavior problems sufficiently marked to necessitate treatment. There are also a great many children handicapped by poor emotional endowment, temperamental equipment, inadequate habit training in work, play, rest, sleep, and particularly in emotional, volitional and conduct control, and socio-adaptive behavior which lend an anti-social and asocial complexion to handicapping conditions not socially malignant in themselves.

We have also an all-too-large number of children handicapped by the effects of *failure* in school work largely due to those working with the child failing to recognize pupil limitations in abilities and to shape the school resources, or create them, to individual needs, interests and aptitudes. Forty-three per cent. of summer-school pupils who recently studied in Wilkes-Barre city schools were academic failures—victims of standardized curricula which were not shaped to the pupils' individual needs; 39 per cent. of failures were due to personality handicaps such as the withdrawing type, the bashful, defiant, rebellious, dependent, pampered, unpopular pupil, or through ridicule by schoolmates or because of dislike by teachers.

The factors entering into the causation of handicapped children are legion. Space does not permit me even to scratch the surface of this most important phase of the problem. We must obviously engage ourselves in furthering our knowledge of causation of disabilities since herein lies the logical approach to prevention, elimination or reduction to a minimum of unnecessary problems which interfere with the health, happiness, efficiency and social adaptation of individuals. Some of these atypical children are so because of poor hereditary endowment in physical, intellectual or emotional constitutions; others have acquired their disability through disease processes, infection or accident; many, however, are handicapped because of poor habit training and exposure to unwelcome adult example in emotional behavior such as the exhibition of unnecessary fears, anxiety, worry, parental disharmony, as well as in poor ethical and moral standards of living.

* Hillebee, G. L. "A Square Deal for the Atypical Child." School Executives Magazine, Vol. 50, October, 1930, pp. 72-74.

An Unnecessary Precaution

By IRL H. DULEBOHN

Superintendent, Bessemer Township Schools, Ramsay, Michigan

"Come Johnny, dear, and wash your hands,
And run along to school now,
Put on your coat and don't forget
Your pencil and your rule, now."

"Aw, I do' wanna wash my hands,
Nobody's gonna see, Ma;
I'll keep 'em underneath my desk,
Er in my pockets,—Gee, Ma!"

"But, Sonny, don't you want them clean
So Miss DeMott will praise them?"
"Huh, Miss DeMott'll never see
Cuz I don't ever raise them."

The Last of Her Kind

By LEONE OLDER
Ramsay, Michigan

Up-to-date librarians may smile over this description of one member of their profession who differs from the 1933 model.

THERE is no doubt in my mind that the name of Miss Carrie Mavis is written in large gilt letters at the head of St. Peter's scroll; certainly she is the modern and feminine reincarnation of Abou Ben Adhem and well deserving of the honor. But if she were to be rated by the same rules and standards that govern most school librarians I am very much afraid there would be more than one heavy black mark against her on the records.

I met her first in the little nook tucked off behind the mathematics classroom that went by the name of High School Library. Dark and dingy, and cluttered with mouldy volumes of history and outdated literature sets, the place seemed an appropriate setting for the anachronism, the Godey Lady, who came to life at our entrance. She wore a colorless dress, the hem of which nearly covered her flat-heeled, high-laced shoes. Her collar, high as her skirt was long, was held rigidly under her chin by bone stays in the mode of the "gay 'nineties." Her whitening hair was combed pompadour with the pug pitched high in good Queen Mary fashion. But her gentle smile belied the severity of her costume, and her mild, light-colored eyes peered good naturedly through her substantial steel-rimmed spectacles.

When the first amenities were over, Miss Mavis conducted us through her kingdom. The card catalog came first, a work of which she was immensely proud. She had worked one whole long summer on it. It was arranged as some sort of a subject index—all the history books together under a guide marked "History," all the plays, fiction, and so forth under similar heads. Each book had one heading, and one only. There was no system of classification, for our hostess affirmed that she wanted her library to be arranged so that people could understand it. She thought the Dewey decimal system was too difficult, even she couldn't understand it, that number system of Dewey.

Then we looked over the new books which she had selected from the publishers' blurbs. The life of Knute Rockne was her prized new biography. She showed us wholesome books like dog and pony stories for the boys, and Eleanor H. Porter's Mother and Sister books for the girls. One person, said Miss Mavis sadly, had suggested the Jalna books, but they had swear words in them, which, she thought, were unsuitable for young minds. Just then we were interrupted by a history teacher who had been feverishly searching the catalog.

"Miss Mavis," she said, "I can't find the Knickerbocker history of New York anywhere, and I'm sure you must have it in the library."

"No," smiled our librarian, blandly, "we don't have any of Knickerbocker's works in our collection."

Turning to us again she continued: "I think we ought to be very careful what we put before the young people nowadays. That teacher brought in the New York Times picture section for the reading table. But I don't think children should read the funnies."

We inquired about her budget and how she got on with the School Board. "You know," she said, "it's a funny board. Now I've asked and asked them ever since last April—eight months ago—for a can of glue to paste our book pockets on with. I haven't got that glue yet. They just won't give it to me. You see all those books?" pointing to a row of shining titles. "They came back from the bindery six weeks ago, but I haven't any glue to paste their pockets in with, so of course I can't let them go out."

"And," she continued, warming to her subject, "it's the same way with my notebook for book numbers. I need a new one. We've used every number in it, and, like the glue, I've asked the board and ASKED the board to buy me a new one, and they don't pay any attention to my order. Now there are about ten new books, but I've used up all the numbers, and so I can't accession them or let them go out until I get a new notebook, can I?"

"People are so careless with their books, too." She was worrying over her circulation troubles now. "One teacher lost a book. About a year afterward she came in and said she just remembered that while it was charged to her she had loaned it to the principal, Mr. Kott. He left town shortly after and I don't know how I'll ever get the book now. But I excused Miss Ross, and told her Mr. Kott was responsible for it, not she. But it makes it hard," and the poor lady's brow became puckered with worry lines.

"And another teacher—I hope you won't think I am complaining about the teachers—they are awfully nice as a rule, but—

well—" We murmured sympathy which came from similar painful experiences with the race, and reassured she continued:—

"One of the teachers wanted to take out five books at the same time. She was looking for pictures of Greek costumes. Well, I told her the rule was only one book could go out on a card. But Miss Dale insisted that she had to have all those books at once, and so I had to make her four extra borrowers' cards. Just think, I had to make out four extra registration cards and four extra borrowers' cards, each with her name on and a different number just so she could take out those five books." She laughed with childlike simplicity. "I'll be seeing Lora Dale's name now every time I turn around, won't I?"

Glad of an excuse, we laughed also, and presently our interview ended. Poor dear Miss Mavis! God love her—as do her fellow men. But Shades of the Committee on the Certification of School Librarians, have mercy. For she is the last of her kind in existence.

How Much Freedom Has a Teacher?

Second in a Series on "THINGS HUMAN"

By GARRY CLEVELAND MYERS

WE may assume that every conscientious teacher wishes to have the parents of her pupils think well of her. Then we might expect her to entertain a high regard for the folk ways of the school neighborhood. The thing to do or not to do is more pronounced and universally established in small communities than in larger ones, and their violation is met with stronger disapproval.

But some will say the teacher is a free individual to do as she pleases outside of school hours. Legally she is; morally she isn't. It is not the human thing for parents to separate the teacher-as-teacher from the teacher-as-person. She is a continuous personality.

What the teacher does out of school, with good conscience, so long as unknown by the patrons and pupils, may do no harm to her teaching influence. All else she does is different. She belongs to the public and the particular public which she serves. She can no more disregard the folk ways and conventions of that public, and play safe, than she can disregard the laws of gravity.

In one community it may, for instance, be acceptable by practically all parents for teachers, men or women, to smoke, even on the school premises. In another community it may offend some of the most influential parents of the neighborhood for a man teacher to be seen smoking in public.

Though unfortunately I am a smoker, I believe fewer youth would smoke if they never saw one of their teachers smoke—and there is a strong argument against smoking by growing children.

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In most communities there is much stronger prejudice against smoking by women than by men. No matter about the logic, the folk ways so dictate. And when they do, the teacher who defies them loses to some degree the regard of the parents of her school community, and to that degree, her effectiveness as a teacher.

Then there prevail all sorts of folk ways about modes of dress and social recreation. The sagacious teacher studies these folk ways before she begins teaching in a community. Unless she can adapt herself to them while residing there she should not accept appointment at that place. Though she may have to make some personal sacrifice to adapt herself to the folk ways of the school neighborhood she, in doing so, will doubtless gain a vast deal of spiritual value.

The wise teacher also will carefully guard her remarks about such matters in the classroom, avoiding expression of opinion on smoking, drinking, and the like, particularly in their favor, since she might run counter to the notions and ideals of many of the children's parents. What is more, expressed approval of such matters might inspire some of the admiring youth to want to smoke or drink, much to the distress of the parents; resulting posssibly in serious child-parent conflicts.

In matters of religion and politics she had better guard her tongue with care. It is very well for her to describe, when occasion should arise, what various groups believe; but when she attempts to give these points of view a relative ranking, to state her personal prejudices, she exceeds discretion.

An occasional teacher of the social sciences seems to find enjoyment in shattering the idols of American thought and in ridiculing some items in the existing form of our government. Granted that all or part of what she says is true, the relative emphasis placed by her remarks for the youth who by nature is a non-conformist may establish a point of view which lacks balance. For the teacher to be

cynical and iconoclastic is often very easy, since the average adolescent student vigorously applauds her seeming courage. It's a cheap way to win transient popularity with pupils, but a foolish way, and at base, dishonest.

Akin to this proclivity of teachers is the one of criticizing the local school administration, even that of the building, or to speak disparagingly of other subjects or departments of the school. Such criticism has news value, catches the imagination, feeds the avid adolescent critic's pride.

Perhaps the most useful teacher, particularly in the junior and senior high school, is the one who having done his utmost in the faculty meetings to correct all ills he thinks his school has, stands thereafter loyally back of the program, and helps to make each pupil feel every other subject he pursues and every other teacher he studies with are highly worthy.

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We need to remember that youth naturally is over-critical. Young people never fail to do their bit at demolishing conventions and at castigating the status quo. They need no further encouragement in this direction. Instead, they need practice in discovering values in traditions which for centuries have proved useful to society.

Said Dr. H. C. Morrison (Saving the Schools, Journal of Educational Administration and Supervision, May, 1933):—

"If teachers in pursuit of what is called freedom of teaching demand and receive not only liberty to teach established scientific truths, as they should, but also to cater to their own self-will and that of their pupils and students regarding the moral foundations of civilized existence, then we need not expect that such schools and higher institutions will longer retain the confidence of anybody save of those who do not care whether there is school and college or not.

"Teaching the truth is not liberty but an obligation. Teaching one's pet idea about the social order is not liberty but license. No teacher has a right to use his classroom as a rostrum for the propagation of his own plans for management of the world. His classroom belongs to the public. He is placed there to do his part in handing on civilization to the rising generation. He has a right to his own opinions, but if he desires an audience for them he should hire a hall."

A Christmas Assembly

By LOUISE MILLINGER
Minnequa School
Pueblo, Colorado

A wealth of material for enriching the thoughts and experiences of pupils may be near at hand—as this teacher discovered.

FOUR years ago, early in December, in a 6-A class discussion on what we do at Christmas time, there began the unfolding of a project which later included the entire school, and which has since been adopted as a regular feature for the Christmas Assembly.

Minnequa School is situated in the heart of the steel works district in Pueblo, and the majority of its pupils are of foreign parentage. Twenty-nine nationalities are represented. Many old-country customs are still observed in the homes, and it was this fact which formed the basis for the project, and colored to a great extent the activities which resulted in the Christmas Assembly.

The boys and girls told what they did in their homes at Christmas time. The reports were so varied and so interesting that questions arose as to the Christmas customs of other nations of the world. Soon other classes began to take up the discussion. Then the library was asked to assist in supplying more information and in verifying reports from the homes. Many interesting stories and articles were read and told.

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Almost before we knew it the project was in full swing, and other departments in the school entered enthusiastically. The music department was working on Christmas carols, and it was soon teaching the carols and hymns of the various nations. Stories of the carols and victrola music also played their part here.

It was discovered that dancing played a very important part in the celebration of most holidays, and especially at Christmas time. This is particularly true in the Balkan countries. The physical education department contributed by teaching the folk dances of countries under discussion.

In the home-room, written and oral reports were prepared. And as the project neared completion the art department directed the drawing of costumes, and presented pictures. Even the kindergarten played its part by loaning a manger and figures and animals for the "Presipio" as represented in Christmas in Italy.

In the auditorium, reports from the various findings were discussed. Scenes from the reports were dramatized, and as a result each class chose one country to study intensively, and to present

at the Christmas Assembly. It was found necessary to work out different scenes and incidents in the observance of the country chosen, and then to select for the Assembly the incident which seemed best adapted to dramatization.

Comparisons were made, and it was found that the observance of Christmas is much the same in all of the Balkan countries, but even though this great similarity exists, each country has its own wealth of legend, song and beautiful customs.

Each class discussed customs in several countries before choosing the one to study intensively. In 5-A there were several Italians who brought glowing accounts from home, and it was this which influenced the class to choose Italy to present. The scene presented was preparing the "Presipio."

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On Christmas eve the children write loving notes to father and mother thanking them for their care and love and all they have done for them. The notes are hidden under the dishes, under the tablecloth, and about the room. Mother and father are always very surprised to find them, and they read them with a great deal of joy. After the reading of the notes the father brings out the large box which contains the family treasures, the animals and small figures with which they make the "Presipio" or "Story of the Birth of Jesus." If the home is a rich one, the "Presipio" is large and costly. But no matter how poor, every home has its "Presipio." All the members of the family take part in arranging the figures and animals, and when all is done, a candle is lighted, and they all kneel in prayer. Later the family goes to midnight mass.

Other countries chosen by other classes to be worked out in a similar way were: Austria, Jugo-Slavia, Germany, England, Holland, Mexico, and of course America. These were given at the Christmas Assembly.

This program has been repeated, with variations and improvements, for three consecutive years, and each time the boys and girls enter into it with enthusiasm and anticipation. Parts in the scenes are assigned as nearly as possible to children of the nationality represented, but it is always considered a great privilege for any one to be allowed to participate. We always feel, however, that the entire school has a part in the program, for the audience always sings, between scenes, the carols or hymns of the country which has just been represented.

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There is always a very expressive hush when the Italian children kneel before the "Presipio"; when the Russian "Ikon" receives homage; and when the candles are lighted in Austria. Dancing around the Holland Christmas tree, our own American Santa Claus, and a holiday game of Mexico, are always greeted with peels of laughter. The lighting of the three candles as in Austria, greeting the first Christmas morning caller, by throwing over him straw which covers the floor as done in Jugo-Slavia, and the bringing in of the "Badniak" log, as formerly done in Serbia, have been favorite scenes from the very beginning. These countries are generously represented in our school, and since so much of the information and most of the costumes come from the homes, both are particularly authentic.

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In the character education and citizenship building we lay particular stress, at this time, upon a section of the Moral Code for Youth, printed by Collier's, and which forms the text for "Studies in Conduct." The section reads as follows:—

"If I want to be a happy, useful citizen, I must have Charity. I must love God who created not only this earth, but also all men of all races, nations, and creeds, who are my brothers. I must love my parents, my home, my neighbors, my country, and be loyal to all these." And when the question arises, Who is my neighbor? some one always remembers the story of The Good Samaritan.

The term, world-family, which means peace, harmony and understanding among the nations of the world, becomes tangible, real and understandable. Tolerance, sympathy, understanding, respect for the rights and opinions of others, courtesy, helpfulness and love of country, are no longer words known as American ideals. They are usable and workable character builders which every one may employ.

Ralph, a big boy, who didn't pass because of lack of application and a tendency to interfere too much with his neighbors, took the part of the Italian father for two successive years. He discovered that he really could do something very beautiful, and give a great deal of pleasure by applying himself in the right way. Because he had seen his father prepare the "Presipio" in his own home, he was able to do this better than any one else.

Surely, all of these things, taken together, foster broad-minded thinking, and lay the foundation for world-mindedness. Each nation has something big and splendid to give to the world. "All are needed by each one. Nothing is fair or good alone." The boys and girls of today will be the men and women of tomorrow. Thinking along these lines now, is but paving the way for world peace.

The Christmas Assembly at Minnequa ends with the song "Joy to the World," and at the very last all the boys and girls stand and repeat together the beautiful Christmas message of old, "Peace on Earth, goodwill to men!"

Glimpses of European Schools

SWITZERLAND—*Concluded*

By J. ASBURY PITMAN
President, State Teachers College
Salem, Massachusetts

THE Normal School at Lausanne is the largest and is said to be the best in Switzerland.

The building is substantial and well planned. The furniture is crude and from an American standpoint rather unsatisfactory. The wood is the characteristic white spruce of the country, and is unfinished but scrubbed until thoroughly white. The desks and seats are double, and only the tops of the desks are adjustable. The equipment is meagre. A small museum occupies a prominent place, but seems to be of little practical value. The building houses the training school of eight classes, as in our own school. The men and women students in the normal school are taught separately, but the children in the training school are taught in common, regardless of sex.

The building has a most beautiful location on the top of one of the highest hills of Lausanne, and overlooking one of the finest old cathedrals of Switzerland, Lake Leman (Geneva), and the French Alps beyond. The University is near by, on a lower level.

Both the director and the members of the faculty have been thoroughly trained according to the standards of the country, but the work is largely academic both in matter and method. Each teaching exercise by a student in the training school is preceded by a sort of "preparatory lecture" occupying a full hour, with no opportunity for questions or discussion. I witnessed such a lecture to a group of men. Not a single word was spoken except by the professor of theory until he was reminded by one of the students that the hour was up. Apparently this announcement was hailed with general satisfaction by both instructor and students.

Often a demonstration lesson is given in the training school before the students are allowed to try their hand. I inferred that there is much of this sort of teaching in the elementary school by members of the faculty of the normal school. I saw something of this kind of work, but there, too, there seemed to be no opportunity for discussion. In a word, academic knowledge and indoctrination in method seemed to be the underlying philosophy of this school. The institution had been highly recommended by Professor Bovet, who assured me that the work that I would see there was typical of all Switzerland. In the land of Rousseau and Pestalozzi, what I saw was disappointing.

The salaries of the teachers in the training school are the same as those in corresponding grades in the other elementary schools in the city. As in Geneva, the salaries are low, with an increment, which is small, every two years. The director receives a salary that is greater by a single increment than that of the highest salaried man. His maximum salary, which he has not yet attained, is about $3,000. Men receive substantially more than women for the same amount and grade of work. It should be said, however, that the cost of living is materially less than in America. It may also be added that the luxuries of the teacher in Switzerland are few and simple.

An engraving of Pestalozzi appears upon a recent issue of twenty-franc notes. A banker in Lausanne told me that, at one of the revues, it was accounted for in this way: Being a teacher, he had little or no money during his lifetime, so the Government felt that it was appropriate to give him the benefit of a moderate amount now that he was dead.

The school buildings for both the elementary grades and the high schools (which are called colleges if of the senior high school grade) are substantially built, usually of limestone much like our own Indiana limestone. They are good architecturally, and they seem to be very well equipped.

The school hours are considerably longer than ours in America, often beginning at eight and continuing until four o'clock, with an intermission of but an hour at noon, in the secondary schools and the normal schools.

In Switzerland there are twenty-five cantons, or states, and each has a normal school. All are under government control, so that, although there is reasonable freedom in methods of instruction, they are, in fact, rather thoroughly standardized.

The teachers, as I have observed them, are interested in their work and seem to take pride in their profession, but inadequate salaries make it impossible for them to grow in service through systematic professional work during vacations.

Higher education in Switzerland is not neglected. Rather the universities in the principal cities are well housed, and the material equipment is good. Apparently their professors are well prepared. Higher commercial education is popular and adequately supported, their agricultural colleges, too, are popular and are doubtless an important factor in a country in which agriculture is carried on in the face of serious obstacles.

EDITORIALS

If Not Education, What?

FIFTEEN years have passed since that unforgettable Armistice Day when a war-torn world laid down its weapons and joyously hailed the dawning of a new and wiser epoch.

The interval of a decade and a half has brought no single evidence that efforts to spread enlightenment or justice or moral character can safely be relaxed.

"American Education Week" is fittingly linked with each recurring anniversary of Armistice Day. Fittingly, too, this week of reaffirmed allegiance to intelligence and the educational task, is sponsored by the National Education Association, the United States Office of Education and the American Legion. The present observance is centred about the theme of "Meeting the Emergency in Education."

We who are engaged in education are somewhat embarrassed at having to urge support of that from which we draw a livelihood. We have not ordinarily had to sell our product to the public. Even now, the public comes in larger throngs than ever to demand it. Yet at the same time there is a serious shrinkage of financial support and, in certain cases, of that confidence which is so essential to the attainment of the highest good.

The success of "American Education Week" this year will depend much upon the co-operation of parents and far-sighted citizens who may help to uphold the ideal of an educated people equipped to exercise its freedom in ways that make for individual and collective happiness.

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Alcohol's Return

WHEN prohibition is repealed, as it seems likely to be in a short time, alcoholic liquor will again come under regulation by the states. But part of the problem will be left to be solved through education.

The case for temperance is stronger today than it was when prohibition first became the law of the land. Machinery is faster and more destructive. Community life has grown more complex in every way. Clear heads are demanded.

Society has fooled around with this fire-water long enough. The time is ripe for scientific knowledge and scientific handling of what is so clearly a matter of both personal health and social well-being.

Education must shoulder this additional task of instructing boys and girls about liquor. It will be a great advantage, educationally, if the subject matter and treatment are determined by the schools and by social and hygienic investigators rather than by outside agencies.

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Education Should Be Life

ALL LIFE is education. From the beginning to the end, we are seated at the feet of experience.

Education should not be a respite from experience; a place of retirement from the realities of life. Education should be replete with intensified experience. Education should be filled with life.

Life as it comes to us out of school is rapid, tumultuous, ill assorted and confusing. Life as it comes to us in school or college should be regulated with reference to our ability to grasp its meanings. The educational process should give us time to think. It should give us experience in thinking. Thus it should fit us to analyze and appraise the facts of life which are subsequently forced upon us in overwhelming multitude.

Education which deals with life and *is* life will thus be both practical and cultural. The practical person has experience of life. The cultured person understands life. An educated person will have experience and understanding, blended into a character which is individually balanced and socially fruitful.

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Abuse of Co-operation

ONE hindrance to co-operation and one reason why the word "co-operate" has acquired an unpleasant connotation, lies in the fact that he who asks you to co-operate usually wants only to have you do in his particular way some particular thing he wants done and cannot do without your help.

True co-operation implies a leadership that is both open-minded and unselfish. The goal must be worth attaining and the benefits must be shared in just proportions by all who help attain it.

The schools which are known by their community to be co-operating effectually for the common good need have little fear that the community will fail to do its part in supporting the schools, even though that part involve great sacrifice.

PERSONALITIES

FRANK IRVING COOPER, noted school architect of Boston, died suddenly on the morning of October 23, as he was about to leave his home for the office. Mr. Cooper was a popular figure at gatherings of schoolmen. He knew the secret of building durably, artistically, economically and purposefully. He did much to make school life pleasant, and endeared himself to many friends. His monuments are many.

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MRS. INEZ JOHNSTON LEWIS, popular state superintendent of schools of Colorado, is justifying the public sentiment which accorded her the top vote of all officers in last election. She believes the function of the chief educational officer of a state is not to collect and can educational data, but to head up a great promotion enterprise. Mrs. Lewis is making her administration outstanding among the states. Just now she is studying the problems of adult educational centres and the employment of needy teachers.

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ERNEST C. WITHAM, of the education department at Rutgers University, has long been a friendly subscriber and occasional contributor to the Journal of Education. He has a penchant for tests and is author of some forty different tests, some of them well known and widely used. He was born in Maine; began his teaching in that state; was director of research at Wilmington, Delaware, for eight years, and has been at Rutgers since 1929.

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IRL H. DULEBOHN, agreeably known to our readers through verse and stories of his authorship, is superintendent of Bessemer township, Michigan. His parents were teachers before him. He is a native of Kansas, and began his teaching there. He has been in his present position in the iron and lumber region of upper Michigan for the past eight years, giving vigor and leadership to the local schools and community. He has installed art, music, domestic science, and manual training departments, school libraries and athletics, and he has established high teaching and scholastic standards.

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WILLIAM J. O'SHEA, who has served New York City as superintendent for nine busy and responsible years, is "automatically" retired by the Board of Education, which fixes his age at seventy, when it really is one year less, according to "Who's Who." Dr. O'Shea refuses to quarrel over a skipped birthday. A thousand schools will await with keen interest the naming of their new head—some one worth $20,000 a year at the biggest administrative job offered by any city in the United States. The retiring executive will be remembered for his breadth and fairness, and, in general, his successful handling of a highly complex assignment.

Winshipisms

"Never forget that money never measures success."

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"It is foolhardy to fool with the spirit of progress."

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"Loyalty is indispensable to success."

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"Scalps seem to be the only trophies that some men appreciate."

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"Praise effort more, speed less."

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"You can never learn to hit anything without trying to hit something."

HENRY L. SULLIVAN, who presides over the schools of Marietta, Ohio, stands high with his fellow schoolmen and his fellow townsmen also. He has occupied various high offices in western and eastern Ohio associations, and is on the directing boards of several organizations in his own community, besides being a former president of Rotary in two cities. He was superintendent at Van Wert for nine years and is about midway of that number of years at Marietta, with four years more to go under his present contract.

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FLOYD G. BETTS is the alert superintendent at Wharton, Texas. He was a four-letter man in major athletic sports in college; saw real war service at the front; has musical and organizing urges which find expression in prize-winning school bands; is active in civic movements galore; and meanwhile works earnestly to make schools more effective. When not otherwise engaged he studies for a Ph. D. or plays golf "for exercise"—admitting that he gets plenty between holes.

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JOSEPH E. CARLSON, superintendent at Douglas, Arizona, is one of the live wires of the Southwest. He is active in administration, in athletic matters and in civic affairs of all good sorts. His fourteen years at Douglas were interrupted with two years of war work. He was for four years president of the Arizona Athletic Association, an equal time president of the Southern Arizona High School Principals Association, and two years headed the Arizona Administrators' organization. Born in Spokane, at home in Idaho, and educating in Arizona, he has studied at universities in five states.

President Roosevelt Urges Higher Quality of Teaching

CERTAIN sentences which fell upon the air from the lips of President Roosevelt, the evening of October 13, struck the ears of school people with stunning force. Could they believe what they seemed to hear: that there are too many "so-called qualified teachers"? and that the quality of education needs to be "infinitely better"? Mature afterthought may have softened the implications of what at first appeared to be a drastic criticism of the American system of instruction. But reverberations of the President's remarks are still rumbling, and replies are being launched. There is, of course, a widespread feeling that the existing educational crisis made it the wrong time to "pounce upon" the schools.

Here is what the President said:—

"We have today, for example, a large surplus of so-called qualified teachers—men and women who even if we had full prosperity would and probably should be unable to find work in the field of education.

"Even today we are turning out too many new teachers each year. That is just as much an economic waste as building steel rail plants far beyond the capacity of railroads to use steel rails.

"It goes without saying that we should have enough teachers and not a large excess supply. It goes also without saying that the quality of our teaching in almost every state of which I have knowledge can be definitely and distinctly raised.

"The main point is that we need to make infinitely better the average education which the average child now receives, and that, through this education, we will instill into the coming generation a realization of the part that the coming generation must play in working out what you have called 'this crisis in history.'

"The crisis can be met, but not in a day or a year, and education is a vital factor in the meeting of it."

The following Sunday night, a semi-official spokesman for the teachers was heard on Dr. Florence's Hale's national hookup, in the person of William T. Foster, noted economist, who declared in substance that under the NRA education is the forgotten cause, and teachers are the forgotten class; that the average wage of teachers in more than half the states is $7.70 a week, or less than General Johnson will allow a plumber's helper or a dishwasher to be hired for; that while Chicago teachers are owed $16,000,000 the federal government recently supplied Chicago with $9,000,000 for cleaning out the Chicago River; and that teachers are doing their part under the Blue Eagle, but the Blue Eagle is not doing its part for teachers.

Report Cards Abandoned By Newton Public Schools

NO longer will the proud mother of the bright child have the gratification of gloating over the dull child's mother, through comparison of report cards—if Superintendent John Lund of Newton has anything to say about it. And he has already spoken to the schools of that Massachusetts city. Other places will watch with keen interest the result of this experiment.

Percentages, letters, grades, and all forms of public comparison of the work of good and bad scholars will be forbidden under the plan, which is to be tried in all elementary and junior high schools. Senior high school students will continue to be marked and graded for the present.

The plan is the result of a study by a committee of teachers and principals, assisted by Mr. Lund and Herbert A. Landry, new director of the guidance and research department of the Newton schools.

Reasons advanced for its adoption were:—

1. Marks are unfair to the child.
2. They foster unhealthy competition.
3. Marks do not give parents any important knowledge of their children.

Experiments with the plan have been conducted for the past two years in the first, second, and third grades, with satisfaction to teachers, parents, and pupils.

As a substitute for report cards, the teachers will send semi-annual notes to the parents, in which each child will be discussed privately and individually. His positive as well as his negative qualities will be mentioned. His standing in the schoolroom will be a secret between his teachers, his parents and himself.

When circumstances require more frequent reports, consultations may be arranged between teachers and parents.

Instead of grading examination papers or daily quizzes with letters or percentages, the teachers have been instructed to mark errors clearly with positive and specific comments.

Jobless Graduates Present Menacing Social Problem

OUR young people who have finished their schooling and are ready for work, but have found no work to do, are in a precarious state of mind. Attention should be paid to providing jobs or further schooling for these victims of a situation they, least of any group, were responsible for creating.

The attitude of the government toward these armies of disillusioned graduates is wrong according to Colonel H. Edmond Bullis, executive officer of the National Committee for Mental Hygiene.

No effort has been made to alleviate their "dangerously stagnant" condition, he said, and the result has been a state of unrest that may well lead to "serious mental disorders," such as followed the World War.

For this condition Colonel Bullis was inclined to blame the universities themselves in part. He pointed out that many fail to equip their graduates for leisure, or for a state of affairs in which, thrown upon their own resources, they may be compelled to create their own activities. There is also a tendency among university authorities to gloss over present conditions and to carry on the "pretense" that jobs are waiting for men of training and ability, Colonel Bullis declared.

In 1933 alone, 1,500,000 graduates were turned out, of whom only about 15 per cent. have succeeded in obtaining jobs, probably in most cases through the influence of relatives, he said, pointing out that it is difficult to get reliable statistics from graduates, as they "seem to be evasive." This sense of guilt and of resentment toward a social order that has brought it about is a psychological factor that may lead to serious social consequences, he declared, adding:—

"While no one knows the solution of the problem, it might be well to encourage a trend back to small communities and farms where living conditions and the chances of earning an honorable livelihood appear to be better."

Some Conservation Camps Encourage Men to Study

SOMETHING of the great educational opportunity represented by the Citizens' Conservation Corps is apparently recognized by the authorities in charge.

The young men in the Civilian Conservation Corps in some instances are learning to play for the first time and in thousands of cases youngsters whose educational opportunities have been meagre in the past are cashing in on a chance to obtain an education.

A case in point is found in the instructions sent out to district commanders by Major General Dennis E. Nolan, commanding officer of the Second Corps Area, whose headquarters are at Governors Island, New York.

These provide that the men shall be informed on forestation and similar studies pertaining to the work to be accomplished in the field; that some time be devoted to teaching each individual the requirements of citizenship, impressing on him the vital factor of nationalism and in making sure that he is thoroughly informed in regard to his government and its operation. They provide for non-compulsory general and vocational teaching in accordance with army regulations and further provide that the teaching program be limited to six hours a week in deference to the hard working day.

The educational work is seen in four main phases. The first educational need to be met by the individual camps was the fundamental one of illiteracy. However, illiteracy is not excessive; some camps report none, others very few.

The second form of education is that of having the men in each camp learn specialized tasks in order that outside labor will not have to be engaged.

A third type of education found in almost every camp is forestry instruction, designed to supplement and lend background to the practical work the men do in the forests.

Lastly, a desire for education of a broader nature is in many instances evidenced among the men. Some of the camps have scheduled regular classes in subjects ranging from simple English to higher mathematics. These classes are carried out through instruction by the officers or such men in the camps as are qualified by previous training to teach, and through the use of the facilities of local schools.

Local education authorities in various parts of the country are co-operating in making instruction possible.

Communities, too, evince a strong interest in the educational welfare of the Civilian Conservation Corps. Frequently local lawyers, bankers, ministers and other business men have come to the camps to speak.

ASKS SCHOOLS TO HOLD ESSENTIALS

Dr. Pillsbury Urges Parents and Teachers to Keep "Frills"

SYRACUSE, N. Y.— A defence of what he called "the cultural essentials of education," but what some politicians have attacked as "frills," coupled with an appeal to parents and teachers to fight for their retention in the school system, marked an address by Dr. W. Howard Pillsbury, president of the State Teachers Association, before the State Parent-Teachers Association.

Recognizing the viewpoint of the taxpayer who demands, "cut out the frills," Dr. Pillsbury insisted that it is based on a mistaken understanding which can be corrected.

"It is quite true," he said, "that we have many things in our schools today which we did not have when the adult of today went to school. But it is just as true that we have many things in life today which did not exist thirty years ago, and that we cannot do a good job in preparing children for life unless we prepare them for the life they will enter. The average adult who criticizes our policy does not take that into account.

"The fact of the matter is that the school has largely been substituted for the home as an agency for health training and vocational training and character training. It did not want the job, nor seek it, but it had to take it on because these things are essential to society and the school is an agency which society can depend upon to do them."

"Only" Child Superior Says Education Professor

CHICAGO. — A prevailing belief that the "only" child is inferior is false, according to a study of 153 of them made by Paul A. Witty, professor of education at Northwestern University. They actually are superior mentally, physically and socially to average children, he says. Their undeserved reputation came from the fact that their scarcity rendered them conspicuous so that an inferior "only" child was pointed out as an example of them all. Against an average intelligence rating on 100 "non-only" children, the "only" boys scored 108.6 and the girls 107. Language development of these only children, like their mental abilities, was ahead of the average. "Physically, the only children are slightly superior to other children," he said.

Steals to Finish Studies In Jail Cooking School

NEW YORK.—George Haeber, a resident of the Bowery, who recently served five months for stealing a package from the top of a letter box, appeared again in the office of Isaac Gutman, Assistant United States Attorney. With him was Postoffice Inspector D. P. Looney, who had arrested him earlier in the day as he was about to remove another package from a box. Mr. Gutman asked the prisoner what sentence he expected to receive this time. Haeber explained that he had studied cooking and baking at the Federal House of Detention. "I liked them," he said. "Send me back for nine more months and I'll complete my education." Later in the day Judge T. Blake Kennedy imposed the requested sentence and Haeber returned for a post-graduate course.

Standard Test Proposed For U. S. Public Schools

WASHINGTON.—Co-operative or state-wide tests are now given in eighteen states, in addition to six national independent testing services such as the College Board of examinations, it was pointed out by Dr. David Segel, of the Federal Office of Education. Dr. Segel, specialist in tests and measurements, has just published a pamphlet entitled "National and State Co-operative High School Testing Programs," which is being distributed by his office. "Through co-operative tests," Dr. Segel said, "the work of the individual student in one school can be compared with the work of the students in all schools. This intimate comparison tends to bring about a better understanding of the achievement and ability of the pupils in a given area." One suggestion in particular which he advances is that test programs through the nation be equated "so that students transferring from one geographical area to another during their high school career would continue to have the benefit of wise counseling and direction."

Montreal University May Have to Close

MONTREAL.—Montreal University will close its doors on December 1, unless the Provincial Government makes necessary provisions for an annual $200,000 grant, it was announced by university officials. A delegation which visited Premier L. A. Taschereau declared that the university was in grave difficulties in the financing of current expenses. This year's anticipated deficit is to be about $193,000, according to figures submitted to the Premier. Back salaries are due professors for several months. The Prime Minister promised to place the request before the Cabinet Council. He pointed out, however, that an additional subsidy could only be granted at the next session of the Legislature.

PRAIRIE SCHOOLS SWEPT BY ECONOMY

Low Crop Prices and Economy Axe Bring Reductions

LINCOLN, Neb.—Low crop prices and the economy axe have dealt a stunning blow to the one-room rural schoolhouse in mid-West prairie lands.

Salaries have been slashed until hundreds of rural teachers now draw less than $30 a month for a term of nine months or less, and few are the one-room schools where the pay approaches $100 a month this year.

In Nebraska's rural schools the average pay is down nearly to $50 a month.

The financial condition of farmers has delayed and reduced tax payments until many schools use registered warrants which teachers can cash only at a discount.

Some districts have shortened their terms by a month or two, some may not be able to operate more than one-third of this year, and a few have closed entirely for lack of funds.

Large rural schools also have felt the pinch. In most cases they have met the challenge by equally severe salary slashing, by eliminating teachers, and by registering warrants in attempts to continue school until taxes are paid.

Teachers Win Battle Over 2 1-2 Per Cent. Cut

WINDSOR, Nova Scotia.—Teachers of Windsor Academy have won their salary battle. The school board has decided to restore the 2½ per cent cut that caused the teachers to refuse their September checks. The cut was decided upon last May, and the teachers flatly rejected the checks on the ground they had not been "officially notified." The board's recent action placed them on the salary basis called for in their contracts.

Psychology "Simplified" Through Mathematics

WASHINGTON. — Mathematics, coming to the aid of psychology, suggests a new method of approach to the analysis of the baffling complexity of the human personality. Multiple factor analysis, correlation coefficients, tetrad differences, tetrachoric coefficients, index of specificity, orthogonal axes — these are terms that may seem to the layman far removed from the study of John Doe's and Mary Roe's character and mental make-up. They are emigrants from the realm of mathematics into the new field of exact psychology. Through the use of mathematical and statistical methods, psychologists have sought to simplify their problem and find the underlying elements—the common factors—basic to all human nature, all personalities.

THE PARTNERSHIP FOR QUALITY

Teachers' salaries are the public's heaviest investment in education; from 60 to 70 per cent of the total. Everywhere educators and public spirited citizens are fighting to keep them at a high level with the argument that good teachers, well remunerated, assure quality in instruction.

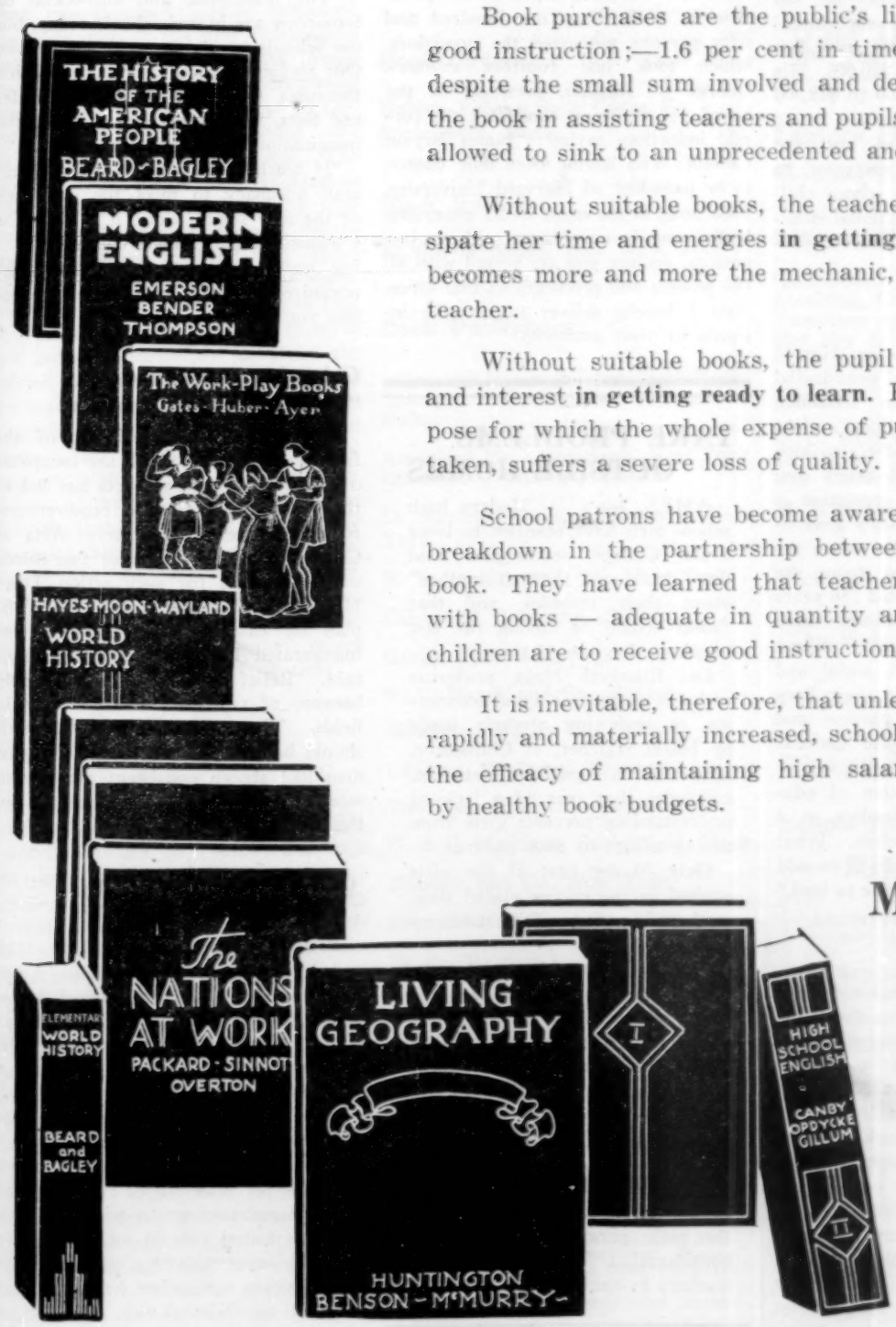
Book purchases are the public's lightest investment for good instruction;—1.6 per cent in times of prosperity. But, despite the small sum involved and despite the efficiency of the book in assisting teachers and pupils, purchases have been allowed to sink to an unprecedented and dangerous level.

Without suitable books, the teacher is compelled to dissipate her time and energies **in getting ready to teach.** She becomes more and more the mechanic, and less and less the teacher.

Without suitable books, the pupil wastes time, energy, and interest **in getting ready to learn.** His education, the purpose for which the whole expense of public schools is undertaken, suffers a severe loss of quality.

School patrons have become aware of the effects of the breakdown in the partnership between teacher, pupil, and book. They have learned that teachers must be supported with books — adequate in quantity and quality — if their children are to receive good instruction.

It is inevitable, therefore, that unless book purchases are rapidly and materially increased, school patrons will question the efficacy of maintaining high salary levels unsupported by healthy book budgets.



MACMILLAN BOOKS

are available in a wide range of subjects to support teachers in the work of maintaining quality.

SUPT. W. J. O'SHEA OF NEW YORK RETIRING

NEW YORK. — Dr. William J. O'Shea, New York City superintendent of schools since 1924, will be retired from office on pension when the current school semester ends next January 31. Dr. O'Shea's birthday fell on October 10, and although he personally was under the impression that he was only sixty-nine years old, school retirement board records list him as seventy and make his retirement automatic under the law.

Dr. O'Shea accepted his retirement as a matter of course and did not seem to think it mattered whether he was sixty-nine or seventy. As superintendent, his salary was $25,000, until last year's reductions cut it to $20,000. His pension will be from $10,000 to $12,500 yearly.

Dr. O'Shea's retirement and the necessity of selecting a successor to direct the city's 1,200,000 school children and $130,000,000 educational structure has not yet been announced.

Individual Has The Right to Kick

PRINCETON, N. J. — Dr. Harold Willis Dodds, in his initial presidential address to the Princeton freshman class, insisted "on an individual's right to kick and to persuade others to kick with him," and expressed belief that "in politics his majesty's opposition is as important as his majesty's government." Dr. Dodds said that when the first class was graduated from the university which was founded 186 years ago, "the American colonies were entering an era of rapid change marked by grave political, social and economic disturbances, yet their lives were marked by a fixed purpose and a sure attack which despite the expansion of learning is, for good or ill, absent today. No system of education can manufacture leaders as a factory builds an automobile. What education can and should do is to add to the equipment of those able to lead."

Town Profits Through University

LEXINGTON, Ky.—That a university is a business-bringer to the home town is evidenced in a recent advertisement pointing out that "a business of considerably more than $3,000,000 is created in Lexington each year by the University of Kentucky." The great bulk of this represents the expenditure of about $600 a year by the three thousand regular students, with substantial additions from Summer school attendants. Another million flows into local coffers from other university income spent for salaries and supplies. And no less than $100,000 is scattered among boarding houses and shops by the guests who come for football games, Junior Week and the various parents, school, and farm gatherings held by the university through the year.

Conant Inducted As Harvard Head

CAMBRIDGE, Mass.— James Bryant Conant was formally installed as Harvard University's twenty-third president with a simple ritual in the college administrative building. Disregarding all the ceremony which has marked recent inaugurations, Harvard returned to the simplicity of the installation of John Leverett as president in 1707. Only one hundred and fifty persons witnessed the procedure, which took just fourteen minutes. George R. Agassiz, president of the board of overseers, conducted the formal induction, saying: "James Bryant Conant: You having been duly chosen to be president of Harvard University, I do now, in the name of its governing bodies and in accordance with ancient custom, declare you are vested with all the powers and privileges of that office. And I hereby deliver to you the insignia of your authority."

TAKE PROBLEMS OUTSIDE HOMES

AMES, Iowa. — Modern high school girls have revealed to Iowa State College sociologists that they don't run to "tell mother" about their troubles, and that father would be among the last to whom they would turn.

Dr. Elizabeth Hoyt, professor of home management and economics, in reviewing a study made by Hazel Hatcher, of Chillicothe, Missouri, a graduate student, concludes that fear of a lack of understanding prevents girls from asking advice of their parents.

Only 30 per cent of the girls studied in the survey placed their mothers as their chief advisers and confidants.

Fathers were eleventh in the list of twelve given—between the family doctor and the minister.

Generally, it appeared, high school girls prefer to exchange confidences with their chums, with their sisters and teachers ranging next.

Rural girls, it was found, thought still less of their fathers as advisers. Most of them left the male parent entirely out of consideration, preferring their teachers as confidants.

SCHOOL CURRICULUM FLAYED BY SPEAKER

ATLANTIC CITY, N. J. — Professor Harvey Zorbaugh, head of the department of child guidance for gifted children at New York University, said at the annual meeting of the National Conference of Juvenile Agencies that "self-mastery and emotional stability must be developed in school children, rather than the conquering of multiplication tables. Children must be taught give and take, in order that they may get along with other people, but teachers must, first, be adequate and social themselves. . . .

"The inadequate and anti-social of tomorrow are in our schools today, but our schools are doing nothing for them. Our medieval school curriculum, which measures success in terms of grades and tests, fails, too often, to enlist the imagination of the child.

"If teachers lack the vision and human adequacy to meet the challenge of the new social order, it is time for a clean sweep in public education . . . but such sweep must come through organized public opinion among groups like yourselves."

Columbia Recognizes "Blind Spots" in Studies

NEW YORK.—Recognition of the fact that certain students are incapable of grasping certain subjects has led to the waiving of specific requirements for the degree of Bachelor of Arts at Columbia College in about two-thirds of the requests for such action, Dean Herbert E. Hawkes announced. The plan for easing of requirements was inaugurated last May, Dean Hawkes said. "Relief was not granted merely because of repeated failure in certain fields. The committee felt that it should be granted only where the student had shown consistent capacity in one direction and was handicapped by the burden of a particular failing."

Alaskan Indian Travels 7,000 Miles to Study Art

PITTSBURGH, Pa.—A long trail ended recently for an Indian youth from Alaska, when he reached Pittsburgh to begin art studies at the institute. Frank Kumata traveled the 7,000 miles with a Boston bag and a lean purse. The bag carried enough dried deer meat and salted fish to last as rations until he reached Chicago, and the purse contained his carfare and expenses for a month or two. One of the first expenses was a trip in a taxicab—his initial ride in an automobile. He had never viewed a painting until a few years ago, when he saw a picture of an Oriental rug. He decided then that he was going to be an artist.

Los Angeles Schools To Be Earthquake-Proof

LOS ANGELES, Cal. — The Los Angeles Board of Education has voted to hold a special election on a proposed bond issue of $5,000,000 to make public schools earthquake-proof. The action of the board came after sixty civic leaders and school construction experts declared there was not a school building in California constructed with lateral thrust resistance and that immediate action was necessary.

Mount Vernon Dedicates Junior High School.

MOUNT VERNON, N. Y.—More than two thousand persons witnessed the dedication of the new Washington Junior High School here in the Joseph S. Wood auditorium. Educational leaders, as well as students, participated in the program, presided over by Jasper T. Palmer, principal. The present organization of Washington Junior High School consists of nine hundred and seventy students, thirty-seven full-time teachers and three part-time teachers. The building equipment consists of an auditorium seating approximately 1,900, which is to serve not only the immediate needs of the school, but the whole city of Mount Vernon as well. In addition, there is a small auditorium and spacious band room, a large gymnasium, 60 x 90, and two small playgrounds. These are for the use of the public at large as well as for the school. There are specially equipped music and art rooms on the second floor, a library on the first floor, and shop and domestic science rooms on the ground floor. In addition to these and the administration rooms there are forty regular classrooms.

Boston Returns to Percentage Marking

BOSTON.—Boston school children whose grades have been recorded for decades in letters from "A" to "E", will be marked on a numerical scale in the future, Chairman William Arthur Reilly announced at a recent school committee meeting. The change went into effect at once. Teachers, who are graded by letters when supervisors view them in action before classes, will likewise be marked according to the numerical scale with "100" at the top. Reilly said the letter system has been criticized because it fails to reveal at a single glance the standing of the pupil or teacher. On motion of Dr. Charles E. Mackey, who investigated and found that five hundred children stayed away from Boston schools last winter for lack of warm wearing apparel, the committee voted to conduct a collection day, when the public can donate clothing for needy pupils.

DIRECTORY

OF SCHOOL EQUIPMENT AND SERVICES

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and service for schools.

Art Supplies

Practical Drawing Company
1315 S. Michigan Blvd., Chicago, Ill.
2205 S. Lamar St., Dallas, Texas

Book Covers

Holden Patent Book Cover Co.
Springfield, Mass.

Book Jobbers

Barnes & Noble, Inc., New York

Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

American Book Company, New York Cincinnati, Chicago, Boston

D. Appleton-Century Company, New York

E. P. Dutton and Co., New York

Ginn and Company, Boston

Gregg Publishing Co., New York

D. C. Heath and Co., Boston

Houghton Mifflin Co., Boston

Laidlaw Brothers, Chicago

The Macmillan Co., New York

G. & C. Merriam, Springfield, Mass.

Newson and Co., New York

Prentice-Hall, Inc., New York

Silver, Burdett and Co., Newark

The John C. Winston Co., Phila.

World Book Company
Yonkers-on-Hudson, N. Y.

Handwriting Aids

THE A. N. PALMER COMPANY
New York-Chicago-Portland, Ore.

Handwriting Textbooks and Supplementary Publications. Paper, tablets, steel pens and fountain pens.
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Keystone View Co., Meadville, Pa.

Library Equipment

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Stockton, Calif., Syracuse, N. Y.
Furniture and Supplies
For the School Library

Music

C. C. BIRCHARD & CO., Boston
Publishers of Song Books; Choral and Orchestral Music; Operettas

M. Witmark & Sons, New York

Pictures and Prints

Hale, Cushman & Flint, Inc.
(The Medici Prints), Boston, Mass.

Projectors

Society for Visual Education, Inc.
327 South LaSalle, Chicago, Ill.

School Architects

FRANK IRVING COOPER CORPORATION
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Specializing in Schoolhouse Planning.
47 Winter St., Boston, Mass.

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Wilson-Way School Photography
Cambridge, Mass.

Statuary

P. P. Caproni & Bros., Boston

Typewriters

Underwood Elliott Fisher Co.
342 Madison Ave., New York, N. Y.

ETON HEAD VIEWS AMERICAN SCHOOL

LONDON.—In order to differentiate between English and American public schools, Dr. C. A. Alington, who recently resigned as head master of Eton, calls the American schools "national schools," simply because "they are supported by public funds." He praises the architecture of the school buildings in the United States, particularly in rural districts, where motor busses permit a daily concentration of pupils unknown twenty-five years ago—but age for age, he finds the American boy is far behind the English lad.

"There is no doubt that, owing to the absence of preparatory school training, boys reach the colleges very insufficiently grounded. An English boy of fourteen years of age is very far in advance of his American contemporary, and I should think that it is only in rare cases that he can recover from this handicap while he is at school. In other words an English boy of, say, seventeen who went for a year to an American school — a practice which is generously encouraged — would probably find himself some way ahead of an American boy of equal ability."

Better Vocabulary Raises Class Marks

HOBOKEN, N. J.—Stevens Institute has a simple formula for improving students' marks—improvement of one's vocabulary. Actual tests of the same students over a period of two years apparently go to prove the theory. "Those men who took pains during their freshman year to improve the accuracy of their knowledge of the English language," President Harvey N. Davis reported recently, "were thereby enabled to do relatively better work in all of their sophomore courses than their fellow classmen did. Those who improved most in vocabulary averaged three or four places nearer the top of their class during their sophomore year than during their freshman year. Conversely, all the men that did not improve at all in vocabulary averaged 7.5 places nearer the bottom of their class during sophomore year." So far convinced is President Davis of the validity of these results that he advised the students of all classes to buy dictionaries and "nail down" new words.

Nazis Give Teachers Jobs in Air Defence

BERLIN.—A plan to give a thousand unemployed teachers jobs coaching pupils in local schools how to meet attacks from the air was announced at a meeting of the Berlin unit of the Reich's Air Defence League.

DR. ANGELL WARNS OF EDUCATION TAX

HAVERFORD, Pa. — A warning against threatened taxation of the national educational institutions as a "public calamity" which would crush the mainspring of knowledge and research, was voiced by Dr. James Rowland Angell, president of Yale University, speaking at the Haverford College centenary celebration.

Declaring that education, in common with business, politics and religion, was going through a period of more careful scrutiny, he suggested that "we in the colleges must make a new and more ordered effort to assure a vivid social consciousness in our students."

"The most immediate point of critical attack in this reappraisal of higher education promises in many of our communities to be the exemption from taxation, which education institutions have generally enjoyed in this country," he said.

Dr. Angell asserted that to impose taxation upon the colleges at all "would probably dry up the springs of beneficence and so be ruinous to their future. State institutions will presumably remain tax-exempt. But for the great private foundations, to which education in the United States has been so deeply beholden, to undergo rigorous taxation on their real property would be a fatal blow."

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News Brevities

WILLIAMSTOWN, Mass. — General and special scholarships numbering 198 have been awarded to the students of Williams College in spite of the financial difficulty which it faces. Of the total, which amounts to $29,875 for the first semester, sixty-three are special scholarships, the same number as last year. These are given chiefly to seniors. Division of general grants is as follows: Seniors 17, juniors 29, sophomores 39 and freshmen 50. The last is an increase of 13 over last year's allotment to freshmen.

PHILADELPHIA. — Cultivation of esthetic appreciation so that leisure will be used "creatively and for public service" was advanced by President Gates, of the University of Pennsylvania, as a major responsibility of universities in connection with the "New Deal." Dr. Gates contended that there was no more helpful contribution to the strength and durability of the "New Deal" than "frank, disinterested, thoughtful and constructive criticism of its different parts."

YONKERS-ON-HUDSON, N. Y.— O. S. Reimold, for many years vice-president and sales manager, has recently been elected president of World Book Company, following the retirement of Caspar W. Hodgson, who founded the company in 1905.

TOWNSHEND, Vt. — Leland and Gray Seminary, one of the oldest preparatory schools in southern Vermont, opened this year with a record enrollment. Chartered by the Vermont legislature in 1834, Leland and Gray has given to the West River valley a century of continuous service. Peter R. Taft, grandfather of the late chief justice, William Howard Taft, was one of the founders and the first president of the Seminary.

PHILADELPHIA.—Joint memorial services for Alexander Van Rensselaer and Cyrus H. K. Curtis were held recently at Drexel Institute. Mr. Van Rensselaer was a member of the Board of Trustees of Drexel from 1897 until his death this past July, and president of the Board from 1908. Mr. Curtis, one of the great benefactors of Drexel and a member of the board for many years, died last June.

LANSING, Mich. — Ann Arbor's council is fully within its rights in preserving a bone-dry area around the University of Michigan, the Michigan Supreme Court held recently. "The authorities of the city of Ann Arbor," says Justice Weadock's opinion, "have protected the many students of that great institution from dangerous surroundings, and should continue to do so."

NEW YORK. — Opposition to further retrenchments in the city's public school budget was voiced recently by the Joint Committee of Teachers' Organizations and the Public Education Association. They demand "no further abridgment of teaching facilities and no further reduction of teacher salary schedules."

SAN JUAN, P. R.—A delegation of young men students and women students from the University of Puerto Rico called recently at La Fortaleza, official residence of Governor Robert H. Gore, and left a copy of "Carreno's Manual," a Spanish book on etiquette and good manners. A secretary was requested to deliver the book without delay to Governor Gore, who, the students say, showed himself to be lacking in courtesy when he refused to receive a previous delegation of students.

AMHERST, Mass. — Dad had his day at Massachusetts State College recently. Program for Dad's day included registration and visits to the several departments of the college, a military exhibition by students and members of the military department, and an informal reception in Memorial Hall by members of the faculty and students. After luncheon at fraternity houses the dads were guests at a football game, and, after a Dad's Day supper, they were entertained by a special show prepared by the various student fraternities.

EVERY TEACHER NEEDS IT

Copyright Booklet "How To Apply For a School and Secure Promotion," including letters of application, points to keep in mind when making application, 15 points on which the success or failure of a teacher depends and a partial summary of 2,000 questionnaires sent to school executives in 26 states. Price, 50 cents (Stamps accepted). Statement from a Superintendent: "Your pamphlet includes some of the best advice, clearly written and to the point, that I have ever read."

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Wm. Ruffer, Ph. D., Mgr. **410 U. S. Natl. Bank Bldg., Denver, Colo.**

BOOK TABLE

Gateway to Biology

THE LIVING WORLD. An Elementary Biology. By Helen Gardner Mank, High School, Lawrence, Mass. Chicago, New York, Boston: Benj. H. Sanborn & Company.

This text in biology for high school students is an outgrowth of teaching experience—a very happy experience for both teacher and pupils, one may believe from a cursory reading of this attractive volume.

The subject matter is well organized and presented in clear, informal style. Illustrations are well chosen and closely interwoven with the verbal discussions. Tests and other aids to instruction are admirably suited to their purpose—that of introducing the pupil to the world of living objects and the principles which biologic science has been able to discover. Although the chief aim is not to make biologists, this book will undoubtedly kindle the desire of some young persons to enter this fascinating field of study as a life work.

Specially arranged in study units which may be taken up in various orders, to suit the seasons of the year or local conditions of any sort, "The Living World" possesses unusual flexibility.

Altogether it is a fine piece of authorship and bookmanship, worthy to take high rank among the modern tools of instruction.

Vitalizing English Composition

ON TEACHING ENGLISH. By Howard Francis Seely, Professor of Education, Ohio State University. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Those who are really successful in the teaching of English are not so numerous as one would like to believe. Thus there is room and should be demand for a book such as this, which discloses so many secrets of the art of teaching English.

The author discusses this important subject under three main heads: Fundamentals, Oral Composition and Written Composition. Under each division are set forth in helpful terms the objectives, the principles and the methods which every teacher of English Composition needs to know. The volume contains striking examples of the writings of pupils who underwent the kind of instruction recommended by the author. The book represents the results of a dozen years' experience in teaching and supervision by a gifted and inspiring leader.

There is a deal of applied psychology in this book, and its value to the teacher of English will extend beyond the one subject into a better understanding of educational processes in general.

Shorter Tales by Balzac

THREE STORIES BY BALZAC. Edited with introductions, notes and vocabulary by George Morris, Professor of French, Indiana University. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn & Company.

In the compass of one handy volume have been gathered one story already familiar to the modern language classroom, and two that have not previously found their place there. Thus to the popular "The Red Tavern" have been added "A Passion in the Desert" and "Master Cornelius."

Balzac's place as one of the world's greatest novelists is now well established. His works in shorter fiction are believed equally deserving of an audience. In this book they are offered with only minor omissions of the complete original, and with notes, vocabulary and an unusually interesting introduction depicting Balzac and his position in French literature and life.

The Ulterior Motive

THE PROPAGANDA MENACE. By Frederick E. Lumley, Ohio State University. New York, London: The Century Company.

Probably for the first time a thoroughgoing study of the social effects of propaganda has found its way into print. This is a comprehensive treatment from a scientific viewpoint. The average citizen has very little realization of the things which are being "put over" on his intelligence by persons and groups having selfish ends to accomplish. The present treatise is a startling revelation; outspoken but manifesting always a desire to be fair.

Solution of the problem presented in this book for students of sociology and for laymen is no easy matter But to know the nature of the menace is to understand something of the ways in which it must be met and overcome.

The publication is both timely and important.

"Human-Use" Geography

FOREIGN LANDS AND PEOPLES. By J. Russell Smith, Professor of Economic Geography, Columbia University. Chicago, Atlanta, San Francisco, Dallas, Toronto, Philadelphia: The John C. Winston Company.

"Foreign Lands and Peoples" is designed to follow "American Lands and Peoples" by the same author; the two books constituting the basis of geography teaching in the fifth and sixth grades.

As a delightfully informative and broadening study, geography gets its rightful setting in these pages. The interesting text, replete with concrete stories and lively presentations of meaningful facts and principles, is illustrated with hundreds of pictures, many taken by the author personally, and all of them helpfully labeled with relation to the word-story and the matter under discussion. Maps, too, are plentiful, purposeful and in some instances, unique.

The word "Peoples" in the title suggests the author's governing principle in choice and treatment of material. He has chosen what is human and vital rather than what is of limited or remote significance to the learner.

This elementary textbook in geography commends itself as a more effective awakener of interest in distant races and strange regions of the earth.

Capitalizing Leisure

THE NEW LEISURE CHALLENGES THE SCHOOLS. Based on a Study made for the National Recreation Association by Eugene T. Lies. Foreword by John H. Finley. Washington, D. C.: National Education Association.

The average printed report is a last burial place of facts which once had life but now are dead. But here is one report which is exceedingly dynamic; not only very much alive but apt to quicken the thoughts of educational leaders into active functioning with regard to a comparatively new problem of real magnitude.

Leisure in increasing amount is the heritage of mankind in this era of machinery. And every educator knows that leisure may be either a curse or a blessing.

Mr. Lies has reported the results of his extensive study in a fashion that is both stimulating and refreshing. He finds some beginnings have been made in equipping for leisure but that vastly more remains to be done. Above all, attention needs to be focused on the problem. Much that children do in the name of recreation fails to carry over into maturity. Grown-ups, on the other hand, are pitiably poor in habits of play or recreational resources of any kind. What an opportunity mankind has to attain his best and noblest possibilities—if he can but start in the direction of conserving leisure hours in accordance with the excellent ideas brought together in this remarkable report.

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